DOCUMENT RESUME

ED 196 471 JC 800 650

AUTHOR Tengwall, David
TITLE Teaching History with Media: A Case Study.
INSTITUTION Anne Arundel Community Coll., Arnold, Md.
PUB DATE [80]
NOTE 22p.

EDRS PRICE MF01/PC01 Plus Postage.
DESCRIPTORS *Audiovisual Aids: Community Colleges: *History Instruction: Lecture Method: *Multimedia Instruction: *Slides: Student Attitudes: Two Year Colleges: Units of Study

ABSTRACT

Although research has demonstrated that the well-planned use of audio-visual (AV) media enhances student learning, classroom use of media is usually confined to sporadic, individual presentations which serve only as an auxiliary to the lecture and which are too often regarded by the student as entertainment. To realize the potential of AV media and to combat the distraction encountered when they are used only periodically, instructors should design Learning Media Systems, in which media modules are consistently used in tandem with conventional methods. This integration of media in the learning process, in addition to being cost effective, can help convey thoughts that are too cumbersome for words and can foster student interest and commitment to study. Such systems have been created for United States and Western Civilization courses offered at Anne Arundel Community College. Each presentation includes slides of contemporary pictures with appropriate quotes to give the student an opportunity to interpret the media presentation for him/herself. The use of these presentations has shown that media, used in concert with traditional lectures, can broaden the range of perceptions and associations that the learner gains in the classroom. This program description is appended by an outline of a slide module entitled "The American Image," which identifies the subject of the slides, quotes and background materials used. (JP)

****
* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *
****

ED196471

TEACHING HISTORY WITH MEDIA

A CASE STUDY

Dr. David Tengwall

Anne Arundel Community College

U S DEPARTMENT OF HEALTH, EDUCATION & WELFARE
NATIONAL INSTITUTE OF EDUCATION

THIS DOCUMENT HAS BEEN REPRODUCED EXACTLY AS RECEIVED FROM THE PERSON OR ORGANIZATION ORIGINATING IT. POINTS OF VIEW OR OPINIONS STATED DO NOT NECESSARILY REPRESENT OFFICIAL NATIONAL INSTITUTE OF EDUCATION POSITION OR POLICY

"PERMISSION TO REPRODUCE THIS MATERIAL HAS BEEN GRANTED BY

David Tengwall

TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)."

JC 800 650

ABSTRACT

Teaching History With Media: A Case Study

by
David Tengwall
Anne Arundel Community College

Few people would argue against the premise that this is basically a media oriented society. Historical events are brought to us continuously by the mass media -- television, radio, newspapers, and the movies. However, the same audio-visual imagery available in everyday life has not yet been totally integrated into the classroom. During the past two decades, media's effectiveness as a supplement to the lecture has been amply demonstrated.

However, often times media presentations used by professors in the classroom seem intrusive and are viewed by the student as "entertainment". At Anne Arundel Community College, I have gone beyond this stage by establishing a fully integrated "learning media system" into teaching United States History and Western Civilization.

Integrated "learning media systems" are the best servants of a coordinated educational program. The student is served most effectively when all aspects of a modern educational system -- strategies, materials, and personnel -- are organized into a learning program. Scholarship and technology must be so arranged that each depends upon the other for support. By organizing a coordinated system of lectures, media modules, discussion sections, examinations, and evaluations the technological devices and material does not seem as intrusive. Rather, they are accepted as natural parts of the learning process.

No longer is there any necessity for more study of the feasibility of using "learning media systems". Experiment after experiment has demonstrated that a well-planned media system enhances learning.

To build on the successes of advanced media techniques and combat the distraction encountered when media is used only periodically, it is necessary to move to a "learning media system" such as the one at A.A.C.C. Here media enters the learning process itself and is no longer merely supplementary material. Media, in conjunction with traditional lecture, will convey ideas, make connections to cumbersome for words, broaden understanding by increasing associations and heighten student interest.

"Teaching History With Media-A Case Study"

Dr. David Tengwall
Anne Arundel Community College

In this era we have become accustomed to having historical events brought to us by the mass media--television, radio, newspapers and the movies. However, this same audio-visual imagery available in everyday life is not yet totally integrated into the classroom. During the past two decades, media's effectiveness as a supplement to the lecture has been amply demonstrated. Multi-media presentations have been used to convey moods, to unite seemingly disparate subjects, and to impact information on a limited basis.

There is nothing startling about the classroom use of audio-visual aids. Indeed, slides, phonograph records, overhead projector images, together with occasional commercial films are used at all educational levels to illustrate lectures.

In the past few years technology has gone far beyond the simple slide projector and phonograph. Rapidly-paced, automated visual productions coordinated with music have become possible with the support of a battery of slide projectors

including movie projectors, operated by electronic impulses on tape. The slide images can be automatically faded in and out on several screens at differing rates at the same time by a system of programmers and dissolve units.

Thus large numbers of slides on other visual matter can be shown in very brief time spans using voice and music to convey a sense of the period as well as to help establish dramatic mood.

Innovations in the techniques of undergraduate education have multiplied enormously during the past decade. It is, therefore, difficult to survey the range of instructional improvement because of the size of American educational enterprises and of the lack of interinstitutional communication. However, it should be noted, that the editor of Change magazine wrote in his introduction to Cornell's Yellow Pages of Undergraduate Innovations, that much of the instructional innovation in this country can be categorized as "novelty" rather than innovation "in the best interests of the learner." Indeed, while individual presentations may be superior, wider revision of instructional situations are not attempted. Many projects--although really excellent, inspiring and creative in themselves--as a result, cannot be expected to realize their full potential because they are limited, one-time experiences.

As a consequence, the once or twice-a-semester media "shows" remain in the realm of entertainment--sophisticated, often scholarly entertainment to be sure, but still exhibitions or shows that are apart from serious inquiry. That dichotomy of traditional lecturing and media presentations result in both of these methods suffering. A high-quality, professionally prepared multi-media presentation is considered entertainment by the learners and an equally professional and scholarly lecture is made to seem less dynamic and exciting.

A Learning Media System

To build on the successes of these techniques and combat the distraction encountered when media are used only periodically, it is necessary to move to a new level---a Learning Media System. Media now enters the learning process itself and are no longer mere supplementary material. Media, in conjunction with the traditional lecture, will convey ideas, make connections too cumbersome for words, broadening understanding by increasing associations, and heighten student intrest.

There is no longer any necessity for more study of the feasibility of using Learning Media Systems. Experiment after experiment has demonstrated that a well-planned media system enhances learning. Thus, the learners are more interested, more favorable to course material, and have greater committment to study.

Learning Media Systems have also been shown to be cost-effective. In a 1974 summary of a broad range of media research, Indiana Professor of Education, John Moldstad, concluded that institutional media expenditures not only "improved student learning" but were responsible for higher achievement levels than those attained by traditional approaches and for "substantial savings of time, money and resourses."

Anne Arundel Community College

While available monies for development of a Learning Media System have been limited, similar results have been reached in both my United States History and History of Western Civilization courses at Anne Arundel Community College, as exceptionally encouraging evaluations were received. Periodic evaluations have been made, and over a two year period with 572 students responding, 96.7% felt such a media presentation format was an appropriate way of dealing with history. Over 88% strongly agreed that their interest in the courses was increased, while 98.3% wanted to continue its use. Such responses are significant because they come from student population becoming increasingly more sophisticated in such media techniques.

History--United States and Western Civilization--is an ideal format for the integration of multi-media in the learning system. A wealth of raw material for media is available, and the huge scope of both United States History and the History of Western Civilization is perfect for media's unifying powers.

Because the media presented with in the class are produced by me, I have complete control over the ideas, concepts and themes conveyed in the presentations. As a result the media used fit logically with-in the context of the lectures and the learners are readily able to discuss the meaning being conveyed.

The Learning Media System established at Anne Arundel Community College uses all media consistently and often as a non-intrusive instructional tool. Thus learning is heightened and continuity is emphasized more powerfully than with words alone. Used in concert with the word, media broadens the range of perceptions and associations learners bring to their understanding of words. In an academic environment, media can demonstrate a capacity to convey ideas, rather than merely illustrate them. If this age thinks visually, visual thinking must learn coherence, logic and integrity. The result is a broadened student appreciation and a greater comprehension of the learning process itself. That in turn will lead to more sophisticated mastery of techniques of analysis by the learners.

TEACHING HISTORY WITH MEDIA - A CASE STUDY

At Anne Arundel Community College I have developed a series of media presentations for use in my United States History course. This Learning Media System now allows media to be part of the learning process itself, and not simply supplemental material. Among the presentations I have developed are: "The Voyages of Discovery"; "Colonial American"; "The American Revolution; "The Growing Years, 1790-1830"; "Slavery in the United States"; "The Movement West"; and "The War Between the States." I have also produced a media presentation that summarizes the entire first half of United States history entitled, "The American Image."

The teaching philosophy behind these media presentations is to use media, in a nonintrusive way, to instruct. These presentations depict ideas that are extremely difficult if not impossible to explain in a lecture. Each module includes contemporary pictures, with appropriate quotes to give the student an opportunity to interpret the media presentation for himself. Also, in the background is music to convey a particular mood. I have also produced a number of media presentations for my Western Civilization Survey course. Such modules as: "When Did 'Civilization' Begin?"; "Life

Tengwall
A.A.C.C.

After Death in Egypt"; "Pericles' Athens"; "The Olympic Games"; "The Roman Army"; and "Building the Great Cathedrals." These also have the same purpose, that being to instruct not simply to entertain.

Each presentation, including "The American Images," runs 20-25 minutes. I use two slide projectors, with the slides dissolving into one another. The physical setup at AACC, while not the best, is adequate, and allows me tremendous flexibility. My classes are scheduled in a lecture hall that has a large screen and an excellent stand for the projectors. There is also a light-dimming switch within the hall. In all cases the module is set up prior to class, and then at the appropriate times, the lights dim and the presentation begins. The ideal here is to have the media nonintrusive; and, more importantly, a part of the learning experience within the lecture.

THE AMERICAN IMAGE

Dr. David Tengwall
Anne Arundel Community College

THE AMERICAN IMAGE is designed to be an educational medium. It should intrigue those who see it and peak their curiosity; it should suggest connections not before considered and challenge associations already held. At the end of the semester, when it will be shown again, it will function as a review, a reminder of what was studied and thus will be a vehicle for imparting a considerable sense of accomplishment.

This type of motivational presentation is most effective when it moves quickly and the mind is subliminally encouraged to grasp the sequences as a unit rather than as details, one by one. However appealing individual slides appear, they depend on grouping of visuals which, together with music and key quotes, encourage impressionistic enjoyment.

There is no narrative as such, but contemporary quotations that will be helpful to the viewer to see the change in historical periods.

At best, multi-image presentations offer contrasts, similarities and comparisons conducive to creative thought. This is the object of THE AMERICAN IMAGE, and each viewer is free to determine for himself the meaning of the past.

Historical Sequence

I. Introduction music: Leonard Bernstein-
Jeremiah Symphony

"The old and moth-eaten systems of Europe had their day, and that evening of their existence which is nigh at hand will be the token of a glorious dawn for the down-trodden people. Here we have planted the standard of freedom, and here we will test the capacities of men for self-government. We will see whether the law of happiness and preservation upon each individual, acting directly upon himself, be not a safer dependence than musty characters and time-worn prerogatives of tyrants. Doctrines that even now are scarsely breathed, innovations which the most fearless hardly dare propose openly, systems of policy that men would speak of at the present day in the low tones of fear, for a very danger lest they might be scouted as worse than Robespierrian revolutionists--that will, in the course of time, see the light here, and meet the sanction of popular favor and go into practical play. Nor let us fear that this may result in harm. All that we enjoy of freedom was in the beginning but an experiment. We have been long enough frightened by the phantom of the past; let us dare to know that we are out of leading strings..."

Walt Whitman
Brooklyn Daily Eagle

II. Discovery of America

A. Voyages of Discovery music: Vivaldi-
The Four Seasons

"...that since all the water and land in the world formed a sphere, it would be possible to go around it from East to West until men stood feet to feet, one against the other, at opposite ends of the earth."

Christopher Columbus, 1490

B. Natives of America music: Virgil Thompson-
The Plow That Broke the Plains

"They were all naked as they were born. How beautiful they were, with handsome bodies and very good faces."

Christopher Columbus, 1492

C. Spanish and Indians music: Virgil Thompson-
The Plow That Broke the Plains

"The man rules over woman, the adult over the child, the father over his children. That is to say the most powerful and most perfect rule over the weakest, and the most perfect rule over the weakest and most imperfect. The same relationship exists among men, there being some by nature who are masters and others who by nature the slaves. Those who surpass the rest in prudence and intelligence, although not in physical strength, are by nature the masters--thus the Spaniards by perfect right rule over these barbarians in the new world."

Juan Gines de Sepulveda-
Democrates alter de justis belli causis apud Indios, 1542

III. Settlement of America

A. Colonial Life — music: Virgil Thompson- Autumn

"Driven from every other corner of the earth, freedom of thought and the right of private judgment in matters of conscience, direct their cause to this happy country as their last asylum."

Sam Adams, 1776

IV. The Revolutionary War

A. Pre-Revolution — music: Eugene Ormandy- Overture To Prince Igor

"Is life so dear, a peace so sweet, as to be purchased at the price of chains and slavery? Forbid it, Almight God! I know not what course others may take; but as for me, give me liberty or give me death."

Patrick Henry, March, 1775

"O ye that love mankind! Ye that dare oppose not only tyranny, but the tyrannt, stand forth. Freedom hath been hunted round the globe...We Americans have it in our power to begin the world again."

Thomas Paine, January, 1776

B. The Revolution — music: Bernstein

"We hold these truths to be self-evident, that all men are created equal, that they are endowed by their Creator with certain inalienable rights, that among these are Life, Liberty and the pursuit of Happiness..."

Declaration of Independence, 1776

"Men accustomed to unbounded freedom, and no control cannot brook restraint which is indispensably necessary to the good order and government of the Army."

"They were discontented, turbulent fellows, so obstinate and perverse that they came and went simply as they pleased."

George Washington, 1777

"You might have tracked the army from White Marsh to Valley Forge by the blood of their feet."

George Washington, 1778

C. Benjamin Franklin music: Alexander Borodin- In Steppes of Central Asia

"Most people dislike vanity in others, whatever share they have of it themselves, but I give it fair quarter where I meet it."

Benjamin Franklin, 1771

"So convenient a thing it is to be a reasonable creature, since it enables one, to find or make a reason for everything one has a mind to do."

Benjamin Franklin, 1772

V. National Government

A. George Washington music: Borodin

"I rejoice most exceedingly that there is an end to our warfare, and that such a field is opening to our view as will, with wisdom to direct the cultivation of it, make us a great, a respectable, and a happy people; but it must be improved by other means than state politics and unreasonable jealousies and prejudices."

George Washington, March, 1783

B. Thomas Jefferson music: Borodin

"The United States government must show by example that the will of the majority is the only sure guardian of the rights of man."

Thomas Jefferson, 1796

VI. Life in the United States, 1790-1840

A. Farming music: Modeste Moussagsky-Night on Bald Mountain

"Those who labor in the earth are the chosen people of God, if ever he had a chosen people, whose breasts he made his peculiar deposit for substantial and genuine virtue. It is the focus in which he keeps alive that sacred fire, which otherwise might escape from the face of the earth. Corruption of morals in the mass of cultivators is a phenomenon which no age nor nation has furnished an example."

Thomas Jefferson, 1787

B. Cities music: Hector Berloiz-Symphonie Fantastique

"Philadelphia must certainly be the object of everyone's wonder and admiration... the streets are laid out with great regularity in parallel lines...on each side there is a pavement of broad stones for foot passengers. Upon dark nights it is

well lighted. The city is in a very flourishing state, and inhabited by merchants, artists, tradesmen, and persons of all occupations."

C. War of 1812 music: Saint-Saens- The Organ Symohony

"We are invited, conjured to drink the potion of British poison, actually presented to our lips that we may avoid the imperial dose prepared by perturbed imaginations."

Henry Clay, January 8, 1813

"Oh say can you see by Dawn's early light our Flag..."

Francis Scott Key, 1814

D. Commerce music: Borodin

"Every thought, word, look and action of the people seemed to be absorbed by commerce."

Alex de Tocqueville,1834

"It is now proper to enumerate the principal circumstances from which it may be inferred that manufacturing establishments not only occasion a positive augmentation of the produce and revenue of the society, but that they contribute, essentially to rendering them greater than they could possibly be without such establishments."

Alexander Hamilton
Report on Manufactures, 1791

E. Movement Westward music: Berstein

"It is our Manifest Destiny to overspread the continent by Providence for our yearly multiplying millions."

John L. O'Sullivan, 1845

music: Thompson-

"This great pressure of people moving always to new frontiers, in search of new lands, new power, the full freedom of a virgin world, has ruled our course and formed our policies like a Fate. It gave us not Louisiana alone, but Florida also... Who shall say where it will end?"

Woodrow Wilson, 1902

F. Indians music: Malher
Ressurection

"Cupidity has fastened its eye upon our lands and our homes, and is seeking by face and by every variety of oppression and wrong, to expel us from our lands and homes and to tear from us all that has become endeared to us. In our distress we have appealed to the Executive of the United States to protect those rights according to the obligation of treaties and the injunctions of the laws. But this appeal has been in vain."

David Vann, Cherokee Chief, 1337

VII. Slavery music: Malher

"A merrier being does not exist on the face of the globe, than the Negro slave of the United States."

Southern Slave Owner, 1945

"The slave is held simply for the use of his master--there is nothing, within the limits of life which may not be inflicted on the slave. He may be marked like a hog, branded like a mule and constantly beaten like a brute. The law of slavery openly pronouncing the incompetency of the whole African race..."

Charles Sumner
Speech in U.S. Senate, 4 June 1860

"Secure they toil, uncursed their peaceful life, with labor's hungry broils and wasteful strife, no want too good, no faction to deplore, the slave escapes the perils of the poor."

Charleston newspaper, 1843

"We experienced the deaths of two slaves in the same year. But neither was a serious loss. One valuable mule also died."

Georgia slave owner, 1853

"If it is deemed necessary that I should forfeit my life for the furtherancy of the ends of justice, and mingle my blood further with the blood of my children, and with the blood of millions in this slave country whose rights are disregarded by wicked, cruel, and unjust enactments--I submit; so let it be done."

John Brown, 1856

VIII. The Civil War

A. Lincoln music: Ormandy

"I believe this government cannot endure, permanently half slave and half free. I do not expect the Union to be dissolved--I do not expect the house to fall--but I do expect it will cease to be divided. It will become all one thing, or all the other. Either the opponents of slavery will arrest the further spread of it and place it where the public mind shall rest in the belief that it is in the course of ultimate extinction; or its advocates will push it forward till it shall become alike lawful in all the States, old as well as new--North as well as South."

Abraham Lincoln, 1858

"My paramount object in this struggle is to save the Union, and is not either to save or to destroy slavery."

Abraham Lincoln, 1862

B. Recruitment music: Bernstein

"There is something grand about it--it is magnificent. I feel elated as borne along with the tide of battle."

Union recruit, 1861

"All Mississippi is in a fever to go to the field and hail an order to march as the greatest favor bestowed upon them."

Confederate recruit, 1861

C. The War music: Bernstein

"They came marching, this day then that, one from sunrise the other from sunset, he from the South and they from the North, and have wanted to contain and assuage the fire, but only increased its fury."

Virginian farmer, 1863

"The distinct, graceful lines of the rebels underwent an instaneous transformation. They were at once enveloped in a dense cloud of dust. Arms, heads, blankets, guns and knapsacks were tossed into the clear air. It would have satiated the most blood thirsty and cruel man on God's earth.

Union Lieutenant at Antietam, 1862

"...and by virtue of this power I do order and declare that all persons held as slaves within said designated States and parts of State are, and henceforth shall be free."

Abraham Lincoln, 1 January 1863

"Time weighs heavy in camp. This war is composed of 10% battles and 90% boredom."

D. Dead and Wounded music: Igor Stravinsky-
Le Sacre de Printemps

"The sights and smells that assailed us were simply indescribable--corpses swollen to twice their original size, some of them actually burst asunder with the pressure of foul gases and vapors. The odors were nauseating and so deadly that in a short time we were all sickened."

Union nurse, Gettysburg 1863

E. The End of the War music: Thompson-Autumn

"With malice toward none, with charity for all, with firmness in the right as God gives us to see the right, let us strive on to finish the work we are in, to bind up the nation's wounds, to care for him who shall borne, the battle and for his widow and orphan, to do all which may achieve and cherish a just and lasting peace among ourselves and with all nations."

Abraham Lincoln
Second Inaugural Address 4 March 1865

FEB 20 1981

UNIVERSITY OF CALIFORNIA
ERIC CLEARINGHOUSE FOR
JUNIOR COLLEGES
96 POWELL LIBRARY BUILDING
LOS ANGELES, CALIFORNIA 90024